

The Influence of the Principal's Leadership Style on Teacher Performance in Elementary Schools in Gugus Hagasta, Sirimau District, Ambon City

Desembra Sohilait

Universitas Pattimura

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Abstract

This study aims to determine the effect of leadership style (X1) on teacher performance (Y), either individually or jointly. This research was conducted in elementary schools in the Hagasta Cluster, Sirimau District, Ambon City, amounting 10 schools, using a correlational research design, it means that the research examined the influence of independent variables with the dependent variable. The population of the research is the teachers of 10 elementary schools in the Hagasta Cluster, Sirimau District, Ambon City which is 144 people. The sampling technique is proportional randomized sampling or random sampling by taking into account the proportion of the number of teachers for each school in order to obtain as many as 30 people to sample the test and 105 people to sample of the research. Based on these results, the researchers concluded that the variations that occur in the teacher's performance at SD Gugus Hagasta, Sirimau District, Ambon City is affected by a wide variety of leadership styles but work stress has no influence. Evidently, the leadership style either individually or jointly are variables that contributed most to the performance of elementary school teacher in the amount of 0,51% . It means that to improve the performance of elementary school teachers can be reached by improving a good leadership style, which is good so that it can improve the performance of teacher in national education

Keywords: Leadership Style, Work Stress, Performance

(*) Corresponding Author: desembrasohilait@gmail.com

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INTRODUCTION

The quality of education in schools is inseparable from the role of the teacher. Bafadal (2006) says that all components in the teaching and learning process such as: education funds, facilities and infrastructure, learning materials and media or visual aids, will not provide maximum benefits and cannot be used optimally if they are not supported by the presence of qualified teachers. always trying to realize ideas, ideas, and fresh thoughts for their students.

Umam, 2010: 186 explains that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. A person's performance is a combination of abilities, efforts, and opportunities that can be measured by the resulting consequences.

Teacher performance in the classroom can greatly influence the continuity of the entire learning process in the classroom and will ultimately affect the quality of graduates. As the leader of the teaching and learning process in the classroom, the teacher is expected to be able to provide guidance and coaching for student success.

Teacher performance refers to the teacher's behavior in carrying out his teaching work, namely teaching. The seriousness and maximum contribution of the teachers in carrying out their duties will be seen very clearly in the learning achievements of the students. This is an indicator to determine the level of achievement of real results between the plan and the realization of the school work program (Supardi, 2016).

In order for teachers' working conditions to materialize as expected, a school principal is needed who is strong and has a clear vision of the goals of all activities carried out in schools. If the principal carries out leadership duties effectively, teachers will feel compelled to make a real contribution in realizing the school's vision and mission (Wahjosumidjo, 2013).

The leadership of the teacher's principal is also one of the factors that can determine the performance of a teacher. The principal as a leader should be able to direct his subordinates to do or act to achieve the school's goals. Leadership issues always give an interesting impression, because an organization will succeed or fail, one of which is determined by the quality of leadership. Education experts agree that one of the relevant leadership methods applied in the context of decentralization of education is a leadership style that is able to direct teachers and staff to achieve school goals (Melly, 2019).

But on the other hand the principal as a leader (manager) will increase the demands on teachers to improve the quality of education. Increasing demands on teachers who are not in accordance with their abilities then work stress increases. According to Istijanto (2008) stress arises when a person is unable to meet the demands of his place of work. Some things that can trigger stress include unclear job responsibilities, lack of time to complete tasks, lack of support facilities to complete work, and conflicting work.

According to Kempa (2019), apart from an imbalance of abilities and work, there are many sources of stress that occur in an organization such as the physical environment, workload, career advancement, management style, work relations, organizational support, work itself, rewards, job security, autonomy work and role conflict. This stress can cause negative physical, psychological, or physiological reactions.

Furthermore, according to Ekawarna (2018) work stress is stress related to work. Job stress is the response of people when the demands and pressures of work do not match their knowledge and ability to cope. When they can't do it then they experience stress. Stress that occurs in the workplace generally occurs due to work attributions, situations, and the relationship between leaders and subordinates. High levels of stress can lead to some negative consequences such as absenteeism, tension, anxiety disorders and individual fatigue which occurs because the family or work itself causes several barriers to fulfilling other types of tasks.

Based on the author's initial observations and information obtained on November 14 2019 from (CS), explained that there were teachers who came late to school so that during the first class hours the teacher was late for class. There were also teachers who had not entered the class even though the bell for the first lesson had started. In addition CS said that without good teaching preparation the teacher still teaches monotonously meaning there is no verbal communication between the teacher and students, and has not fully implemented the lesson plan (RPP)

consistently so that in the learning process the lecture method is still used by the teacher, and student attendance not noticed by the teacher.

Other information obtained from KP explains that school principals often make unilateral decisions regarding the implementation of education that occurs in schools. This causes teachers to be unable to develop themselves optimally to achieve the desired level of work. This condition is even more concerning when the assignments given by the leadership cannot be completed, causing teachers to postpone work, feel uncomfortable and stressed in the work environment.

Based on the background that has been described, this study intends to determine *"The Effect of Principal Leadership Style, Work Stress on Teacher Performance in Elementary Schools in Cluster Hagasta, Sirimau District, Ambon City"*.

RESEARCH METHOD

The type of research used by researchers in this study is descriptive quantitative with quantitative regression analysis method. Quantitative descriptive research is research that is used to explore and describe problems by using path analysis to find out how the independent variables and dependent variables influence both directly and indirectly (Hanggraeni 2009:28)

RESULTS AND DISCUSSION

The results of the descriptive statistical analysis of the research variables on the principal's leadership style (X1) and teacher performance (Y) can be seen in table 1

	Leadership Style	Performance
NValid	105	105
Missing	0	0
110.92	Means	98.69
std. Error of Mean	.609	.289
Median	110.00	99.00
std. Deviations	6,238	2,966
Variances	38,917	8,795
Range	30	15
Minimum	98	91
Maximum	128	106
Source: 2020 Research Results Data		

Based on Table 1, it can be explained that the principal's leadership style variable obtained a mean of 110.92, a standard deviation of 6.23, a variance of 38.91, while the work stress variable obtained a mean value of 56.81, a standard deviation of 25.08, the variance was 8.79 and the teacher performance variable obtained a mean of 98.69, a standard deviation of 2.96 and a variance of 8.79. In detail with the description of the frequency distribution of each variable is explained as follows:

- a) Description of Leadership Style Variable (X1)

Principal leadership style variable with a research instrument of 34 statement items with 5 scores (0 to 4) items can be determined as follows:

$$\text{Highest score } 4 \times 34 = 136$$

$$\text{Lowest score } 0 \times 34 = 0$$

$$\text{Range} = 136$$

$$\text{Class Interval} = 136 : 5 = 27.2 \text{ A}$$

detailed description of the principal's leadership style based on predetermined criteria can be seen in Table 2.

Table 2. Conversion of Principal Leadership Style Value

Interval	Frequency	Percentage	Category
108.8 – 136	74	70.4 %	Very High
79.8 – 107	31	29.6%	High
50.8 – 78	0	0%	Moderate
21.8 – 49	0	0%	Low
< 20	0	0%	Very Low
Total	105	100	

Source: 2020 Research Data

Based on Table 2, it can be obtained that the number of respondents who perceive the school principal's leadership style at very high criteria is 74 respondents (70.4%), at high criteria are 31 respondents (29.6%) and for medium criteria, low and very low no respondents (0%) gave responses. So that in general there are more respondents who say the principal's leadership style is very high than those who say it is very low. Very high ratings from respondents indicate that the principal's leadership style is classified in the good category, meaning that the principal is able to lead well.

This is also supported by the results of statistical descriptions, obtained an average value for the school principal's leadership style of 110.92 which lies in the interval 108.8-136 according to the assessment category which is in the very high category. The distribution of respondents' answers can be described in the form of a *pie chart* in Figure 1.

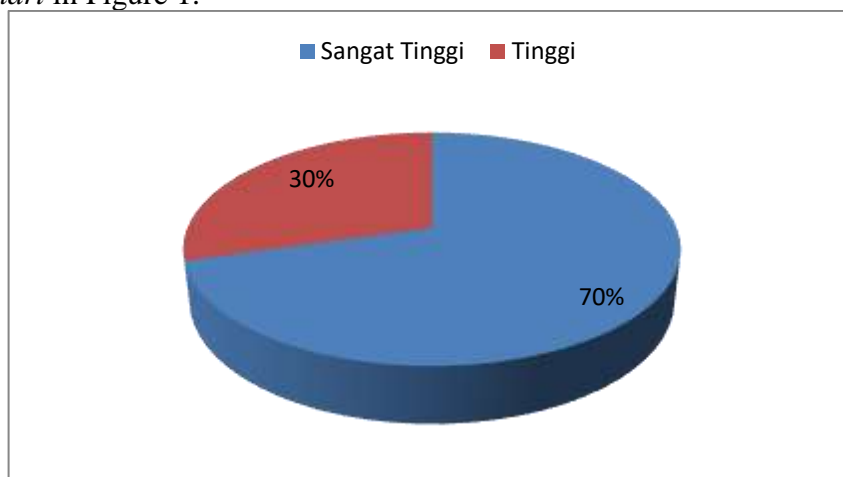


Figure 1. Graph of the Principal's Leadership Style

Based on Figure 1 it can be seen that the principal's leadership style obtained based on the research results illustrates that the average respondent answers agree, with an average of 70.4%.

Variable teacher performance with a research instrument of 53 statement items with 5 scores (0 to 4) items can be determined as follows:

$$\begin{aligned} \text{Highest score } 4 \times 53 &= 212 \\ \text{Lowest score } 0 \times 53 &= 0 \\ \text{Range} &= 212 \\ \text{Class Interval} &= 212 : 5 = 42,4 \end{aligned}$$

A detailed description of work stress based on predetermined criteria can be seen in Table 3

Table 3. Conversion of Teacher Performance Value

Interval	Frequency	Percentage	Category
169.6 – 212	0	0%	Very High
125.6 – 168	0	0%	High
81.6 – 124	105	100%	Moderate
37.6 – 80	0	0%	Low
< 35	0	0%	Very low
Total	105	100	

Source: 2020 Research Data

Based on Table 3, it can be seen that all 105 respondents perceive teacher performance at moderate criteria with a percentage value of 100%, and no respondents provide responses to very high, high, low and very low criteria. In addition, a mean or average score of 98.69 was obtained which was located in the interval 81.6 – 124 in the medium category. So that in general there are more respondents who say teacher performance is in the moderate category than those who say teacher performance is in the very high, high, low or very low categories. The results of the descriptive analysis when described in the form of a *pie chart* can be seen in Figure 2.

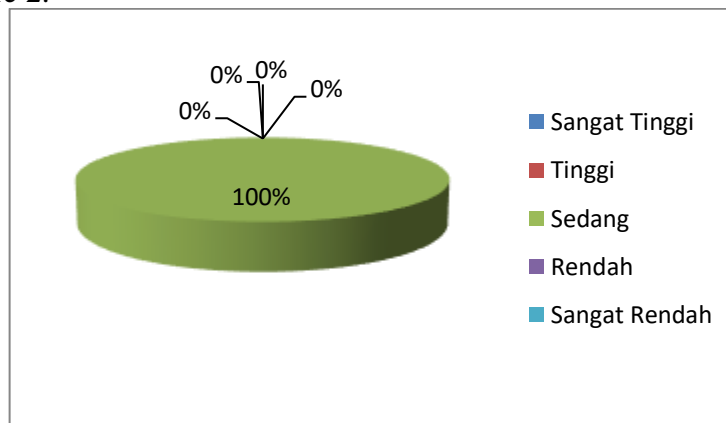


Figure 2. Graph of Teacher Performance

Based on Figure 4.3 it can be seen that the teacher's performance obtained based on the results of the research illustrates that the average respondent answered that they agreed, with an average of 100%.

1. Data Analysis Requirements Test Analysis

requirements test was carried out with the intention of providing an overview of the extent to which the requirements have been met in accordance with the planned statistical analysis technique. Data analysis requirements test consists of: normality test, linearity test and hypothesis test.

1. Normality

Test This test was conducted to determine whether the data collected from respondents came from a normally distributed population or not. One test that is often used to test the normality of data is to use *Kolmogorov – Smirnov*. The basic concept of the *Kolmogorov – Smirnov* is to compare the data distribution (which will be tested for normality) with the standard normal distribution. The standard normal distribution is data that has been transformed into a *Z – Score* and is assumed to be normal.

So actually the *Kolmogorov – Smirnov* test is a difference test between the data being tested for normality and standard normal data. As in the usual different test, if it is significant below 0.05, it means that there is a significant difference, and if it is significant above 0.05, then there is no significant difference. The application of the *Kolmogorov – Smirnov test* is that if it is significant below 0.05, it means that the data to be tested has a significant difference from standard normal data, meaning that the data is not normal.

DISCUSSION

1. Results of Descriptive Analysis

a. Leadership Style in Elementary Schools in Hagasta Cluster, Sirimau District, Ambon City

From the results of research on the leadership style of school principals in elementary schools in Hagasta Cluster, Sirimau District, Ambon City which includes indicators of decision making, division of tasks to subordinates, subordinate initiatives, providing solutions, awarding, establishing communication, monitoring the implementation of tasks, and work meetings in general the opinion of the teachers is good. The results of the descriptive analysis show that the leadership style possessed by the principal is included in the very high category where out of 105 respondents there are 74 respondents giving very good criteria with a percentage value of 70.4% and 31 respondents giving an assessment of 29.6% in the high category. This means that the teachers at the elementary school in Gugus Hagasta, Sirimau District, Ambon City, consider that the principal's leadership style is good, however, there are several things that need to be improved for the progress of the school. With regard to decision making, the principal should not be authoritarian to make decisions on his own, but must involve teachers in making decisions together for the smooth running of a good teaching and learning process. The principal must also assign tasks or distribute tasks evenly to the teachers so that the tasks assigned to the teachers can be completed on time and do not burden the task only with a group of parties. The results of this study are supported by Duryat (2016: 58) that the authoritarian leadership style shows that all decision making is only done by the leader and the assessment given by the leader to subordinates is personal. This leadership style should be avoided by school principals to improve the performance of teachers.

b. Teacher Performance at Elementary Schools in the Hagasta Cluster, Sirimau District, Ambon City

. The results of a descriptive analysis of teacher performance variables at the Elementary Schools in the Hagasta Cluster, Sirimau District, Ambon City, which include indicators of implementation of learning, preparation of learning programs, implementation of evaluations, and self-development in general, the opinions of the teachers are in medium category. Where all 105 respondents gave performance responses in the medium category with a percentage of 100%. This can be seen from the answers of the teachers who responded strongly to the indicators given in carrying out their duties and responsibilities. However, there are several things that can be observed so that teachers are not only satisfied but can further improve their performance. One of them is the use of learning media, where the teacher must be creative and innovative in creating an interesting learning process so that students become enthusiastic and there is no longer a monotonous learning process.

2. Hypothesis Test Results

a. The Effect of Leadership Style (X1) on Teacher Performance (Y)

The results of the hypothesis testing showed that there was a significant influence between leadership style on the performance of elementary school teachers. Table 4.10 obtained a coefficient of determination of 0.051, which means that leadership style only accounts for 5.1% of the variation that occurs in the trend of increasing teacher performance at SD in Cluster Hagasta Sirimau District, Ambon City can be influenced by good leadership style and the remaining 94.9% is influenced by other factors not examined in this study meaning that if the leadership style is good it will have a good impact on work performance teacher because someone's leadership style is different. In this study the authors focused more attention on the indicators contained in the leadership style component including decision making, division of tasks, subordinate initiatives, providing solutions, appreciation, communication, monitoring and work meetings.

This is reinforced by previous research conducted by Jemani et al, (2020) with the title the influence of leadership style and principal motivation on teacher performance at the Hikmatul Amanah Superior Madrasah where the results of the research show that there is a significant influence between leadership style and teacher performance. According to Robbins (2003) leadership factors have a very important role in improving employee performance because effective leadership provides direction for the efforts of all workers in achieving organizational goals. The principal's leadership style has a very strong influence on all teachers so that teachers are motivated to carry out teaching and learning activities and get moral support in improving their abilities and performance as a professional teacher in order to improve the quality of learning in the school.

CONCLUSION

From the data analysis and hypothesis testing in this study, it can be concluded that:

1. Based on the results of the description of the principal's leadership style, respondents gave very low criteria with a presentation of 21.9% with an average value of 110.92.
2. Based on the results of the job stress description, respondents gave very low criteria with a presentation of 19.0% with an average value of 56.81.
3. Based on the results of the teacher's performance description, respondents gave very low criteria with a presentation of 28.5% with an average value of 98.69.
4. Based on hypothesis testing, it is known that there is a significant influence between leadership style on teacher performance with a coefficient of determination of 0.051 which indicates a positive and strong correlation. This means that leadership style accounts for 5.1% of the variation that occurs in the tendency to increase teacher performance at SD in Gugus Hagasta, Sirimau District, Ambon City, which can be influenced by good leadership style, and the remaining 94.9% is influenced by other factors.
5. Based on the hypothesis testing, it is known that there is no positive and significant effect between work stress and teacher performance in elementary schools in Gugus Hagasta, Sirimau District, Ambon City. With a correlation coefficient of -0.045 which indicates a negative and weak correlation, and a determination coefficient of 0.002.
6. Based on hypothesis testing, it is known that there is a positive and significant relationship between leadership style and work stress with the performance of teachers at SD Hagasta Gugus, Sirimau District, Ambon City. With a multiple correlation coefficient of 0.228 which indicates a positive and strong correlation. And the coefficient of determination is 0.052, which means that 5.2% of the variation in the performance of elementary school teachers is influenced by leadership style and work stress, and the remaining 94.8% is influenced by other factors.

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